**English 9:**

**Short Story Paragraph - Rubric**

**Self Assessment**

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| **Criteria** | **Exceeds expectations** | **Meets expectations** | **Approaches expectations** | **Not there yet** |
| ***Argument*** | Interesting, original topic sentence.  Interesting, concrete, and descriptive examples and details with explanations that relate to the topic. | Clear topic sentence.  Examples and details are mostly relevant. Good arguments that are mostly on topic. | Acceptable topic sentence.  Some examples are relevant, while others need more work. Arguments may need to be clarified. | Topic sentence may be missing, or off topic.  Insufficient, vague, or undeveloped examples. |
| ***Structure*** | Structure is clear. Follows the point – proof- explain format.  Thoughtful, logical progression of supporting examples.  Mature transitions between ideas.  Well written concluding sentence that restates the main idea and hints at bigger ideas. | Mostly follows the point – proof – explain format, but may be missing an element.  Details are arranged in a logical progression.  Most transitions work.  Good concluding sentence that restates the main idea. | Needs more work on using the point – proof – explain format.  Acceptable arrangement of examples;  transitions may need work.  Concluding sentence may be unclear. | Does not seem to have used an outline.  No discernible pattern of organization.  Unrelated details; no transitions.  Concluding sentence is missing. |
| ***Quotes - Evidence*** | All main points have relevant quotes as evidence. | Some main points have relevant quotes as evidence. | Few main points have relevant quotes as evidence. | No quotes used in the paragraph |
| ***Quotes - Integration*** | All quotes are integrated properly. | Most quotes are integrated properly. | Few quotes are integrated properly. | No quotes are integrated properly. |
| ***Grammar & Spelling*** | Clearly written, neatly presented, almost no errors. | Mostly clear and neat. Some errors, but meaning is clear. | More care needed Errors somewhat interfere with meaning | Demonstrates little effort. Spelling and/or writing errors make understanding difficult. |

**Teacher Assessment**

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| **Criteria** | **Exceeds expectations** | **Meets expectations** | **Approaches expectations** | **Not there yet** |
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| ***Structure*** | Structure is clear. Follows the point – proof- explain format.  Thoughtful, logical progression of supporting examples.  Mature transitions between ideas.  Well written concluding sentence that restates the main idea and hints at bigger ideas. | Mostly follows the point – proof – explain format, but may be missing an element.  Details are arranged in a logical progression.  Most transitions work.  Good concluding sentence that restates the main idea. | Needs more work on using the point – proof – explain format.  Acceptable arrangement of examples;  transitions may need work.  Concluding sentence may be unclear. | Does not seem to have used an outline.  No discernible pattern of organization.  Unrelated details; no transitions.  Concluding sentence is missing. |
| ***Quotes - Evidence*** | All main points have relevant quotes as evidence. | Some main points have relevant quotes as evidence. | Few main points have relevant quotes as evidence. | No quotes used in the paragraph |
| ***Quotes - Integration*** | All quotes are integrated properly. | Most quotes are integrated properly. | Few quotes are integrated properly. | No quotes are integrated properly. |
| ***Grammar & Spelling*** | Clearly written, neatly presented, almost no errors. | Mostly clear and neat. Some errors, but meaning is clear. | More care needed Errors somewhat interfere with meaning | Demonstrates little effort. Spelling and/or writing errors make understanding difficult. |